Utah Adult Education Policies and Procedures Guide

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Utah Adult Education web site:
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MISSION

Adult education empowers individuals to become self-sufficient, with skills necessary for future employment and personal successes.

We assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency while completing a secondary education.

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SECTION 1

ELIGIBILITY TO PARTICIPATE IN ADULT EDUCATION INSTRUCTION

Utah Adult Education is a program of instruction below the collegiate level for adults. Utah Adult Education is comprised of Adult High School Completion (AHSC/ASE), Adult Basic Education (ABE) and English for Speakers of Other Languages (ESOL).

Two main funding sources exist to provide services for adults. Funding is not assured from year to year and is typically based on the performance or success the state maintains. State and federal funds require that the Utah State Office of Education (USOE) and local programs assure certain processes and are accountable for the funds provided.

Non-Resident Students

A non-resident student meeting the state definition of an adult education student is eligible to participate in adult education. A non-resident student must pay full fees and tuition, just as he/she would pay to the nearest college or university, to participate in adult education.

Utah Code:
"Eligible nonresidents of the state shall be charged tuition at least equal to that charged to nonresident students for similar classes at the local or nearby state college or university, unless waived in whole or part by the local school board in an open meeting" (53A-15-404 (2)).

State Funding (Districts Only)

Acceptable use of funds to provide services to students is different depending upon a student's status and upon different scenarios.

Resident Students

State funds (allocated to districts) must be used to serve Utah students.
A student must meet the following eligibility criteria for use of state funds:

- He/she must be a legal resident of the United States.
- He/she makes his/her true and permanent residence in Utah.

Allowable Use of State Funds

Students meeting funding codes 2, 3, 6 and 7 qualify for use of state funds for eligible activities in adult education.

Funding Code	Allowable Use of State Funds
2	• 16-19 years of age • Not a high school graduate • Out-of-school youth with two letters
3	• 17 years of age and over • Not a high school graduate • Class has graduated
6	• Under 18, legally documented as an adult • Not a high school graduate
7	• 18 years of age or over • High school graduate • Below post-secondary skill level Academically assessed, demonstrating less than post-secondary (12.9) skill level in reading, writing or computation

Funding codes for each student must be included in the student's records. The funding code is a number identifier to note eligibility criteria for use of state funds.

Further Explanation

1. Out-of-School Youth Eligibility

Adult education programs have a responsibility to provide educational opportunities to adults and out-of-school youth who have not graduated (Board Rule R277-419-B). This is further clarified in Board Rule R277-733-B5, that adult education programs/courses may also be made available to public education students who are younger than 18 as determined to be necessary by local adult education programs.

Programs must assure local school district administrators that they will not actively seek students who are enrolled in K-12 programs. Use of state funds to support activities in adult education is allowed if the student has written documentation of "not being enrolled" in a K-12 program – one letter from the superintendent or designee and a second letter from either parent or guardian.

2. Adjudicated or Married Exceptions

If a legal resident is adjudicated or married, the student is treated as if he/she were 18 years of age (the age of majority in Utah, emancipated). A student who self-reports that he/she is married must show evidence in the form of a certified marriage certificate.

Non-Allowable Use of State Funds

Students meeting funding codes 1, 4, 5, 8 and 9 do not qualify for state adult education funds. Students meeting codes 1 and 9 must pay tuition, as would be charged at the nearest university or college. The WPU must be used to pay for tuition and associated cost for students meeting criteria for codes 4, 5, and 8.

Funding Code	Non-Allowable Use of State Funds
1	• High school graduate • Academic assessment reflective of 12.9 + scores in reading, math and language
4	• Under 18 years of age • Not a high school graduate • Currently attending both the K-12 program and adult education
5	• 18 years of age and over or emancipated • Not a high school graduate • Currently attending both the K-12 program and adult education
8	• Summer senior • Currently attending adult education to complete courses for a K-12 diploma
9	• Out-of-state resident • Must pay full tuition and fees

Further Explanation

Use of State Funds for K–12 Students whose class has not graduated and who want to enroll in adult education.

Pursuant to state law, all public education funds are required to follow the student. For example, if a 17-year-old student whose class has not graduated wants to enroll in a Utah Adult High School Completion program, the district Weighted Pupil Unit (WPU) generated by that student from the K–12 program **must** be transferred to the adult education program for the student's education. The funds are to be prorated if the student transfers to the adult education program after the beginning of a school year based on time spent in the adult education program.

Board Rule:
"A student under 19 years of age who has not graduated and who is a resident of the district, may, with approval under the state administered Adult Education Standards, enroll in the Adult Basic and Adult High School Completion Program and generate regular state WPUs at the rate of 990 clock hours of membership per one weighted pupil unit per year, 1 FTE on a yearly basis. The clock hours of students enrolled part-time must be pro-rated"
(R-277-733-6 (A)).

If the WPU does not follow the student for his/her participation in adult education, the program should charge the student full fees and tuition, just as the student would pay to the nearest college or university *(Utah Code 53A-15-404 (2)).*

Federal Funding

A local program with f̲e̲d̲e̲r̲a̲l̲ Adult Education and Family Literacy Act (AEFLA) funds may serve adult students age 16 and older.

The federal Act (Sec. 203 AEFLA) describes adult education as:
   Services or instruction below postsecondary level for individuals that are:
   a. 16 years (attained)
   b. not enrolled or required to be enrolled in secondary school under state law; and
   c.   i.   lack sufficient mastery of basic educational skills to enable them to function effectively in society;
          ii. do not have a secondary school diploma or GED, and have not achieved an equivalent level of education; or
          iii. are unable to speak, read or write the English language.

SECTION 2

ADULT HIGH SCHOOL COMPLETION (AHSC/ASE)

Board Rule:
"The Utah Adult High School Completion program (AHSC) is a program of instruction that leads to a high school diploma. Core courses must be taught by Utah State Board of Education certified teachers" (R277–502–5).

The Utah Adult High School Completion (AHSC) program is also referred to as Adult Secondary Education (ASE).

Utah State Office of Education-approved core courses are required.

An adult high school completion student demonstrates a functioning level of at least 9.0 in any of the following content areas: reading, writing or total math. Entering Functioning Level (EFL) refers to the student's lowest functioning level as measured by a standardized academic test scale score (TABE test – Reading at least 567-595; total math 566-594; or language 560-585).

Criteria and competencies, as described in the National Reporting System (NRS), serve as the measures used for reporting (Section 6).

The Test of Adult Basic Education (TABE) is used to determine a student's EFL (an academic standardized test, approved by the USOE; see Appendix A –Utah Assessment Policy). AHSC students must have a complete pre-test to determine EFL and must have a post-test after appropriate instruction to determine level gain(s). (See Section 6 – Keeping Track of Students.)

Adult High School Completion Credit (Earned)

Earned credit is achieved by directly participating in the Adult Education High School Completion program.

Credit achieved from sources other than an adult education program is considered awarded credit.

Coursework in English as a Second Language (ESL), literacy and Adult Basic Education (ABE) are classes below grade 9.0 and do not generate earned credit.

Adult High School Core Requirements

Adult High School Completion coursework and credits are earned in a sponsored program. The Utah Board of Education establishes the Core Curriculum. A student must meet all core requirements for graduation as established by local boards of education. Additional credits above the minimum number required are determined by local boards of education and may exceed the state requirement. (See Appendix G – Core Requirements.)

Adult High School Graduation Requirements

In order to graduate from the Adult High School (AHSC/ASE) program, a student must have earned the required core credits as approved by the Utah State Office of Education Board. (See Appendix G – Core Requirements.)

A student must have the local board-required number of credits and meet any other local or state requirements.

(R277-733-7B (2): Adult High School Completion shall satisfy requirements outlined in R277-600-6 and shall be consistent with R277-733-4C.)
The wording on an adult education diploma must be: "Adult Education Secondary Diploma."

Methods of Documenting Awarded Credit

Credit for completion of outside accomplishments is recorded as "awarded" credit. These are credits awarded for accomplishments outside the district adult education program. (Awarded credit is not included in the state Adult Education funding formula.)

Written documentation for outside credit must be kept in the student's file in perpetuity.

Item	Maximum Number of Credits	Subject Where Credit Can Be Applied	Description
Work experience	4.0 credits maximum	Elective or CTE	1.0 credit for 900 hours (.50 for 450 hours) of continuous, professional employment (W2 or pay stubs)
Professional license or certificate skill training	3.0 credits maximum	Elective or CTE	1.0 credit for every 180 hours of training required for a professional license, or 180 hours of documented achievement of a trade or skill
Military experience	3.0 credits maximum	Elective	1.50 credits maximum for basic training; 1.0 credit for each 180 hours of other verified military training (not to exceed 1.50 credits) (Form DD214)
College or university	As evaluated by transcript	Appropriate subject area analysis	1.0 credit for each 5 quarter-hours or 1.0 credit for each 3 semester hours
Apprenticeship	3.0 credits maximum	Elective or CTE	1.0 credit for each 72 hours of approved apprenticeship work performed (union or registered work credential)
Previously transcripted credits	As evaluated by transcript	Appropriate subject area analysis	Transcript evaluated according to district and core courses (documented)
GED	5.0 credits maximum (district decision)	Appropriate subject area analysis	Credit awarded at the discretion of the district

SECTION 3

ADULT BASIC EDUCATION (ABE)

Adult Basic Education (ABE) is a program of instruction to assist individuals in becoming employable, contributing members of society, preparing them for advanced education and training. The Adult Basic Education program is also known as Adult Basic Skills development and does not generate Adult High School Completion credits. "Basic skills-deficient" means that an individual has English reading, writing, or computing skills at or below the 9th grade level on a generally accepted standardized test. (NRS)

An ABE student demonstrates a functioning level below 9.0 grade level (NRS) in any of the following content areas: reading, writing or computation. Entering Functioning Level (EFL) refers to the student's lowest scoring content area (reading, writing or computation), as measured by a standardized academic test and scale score.

The Test of Adult Basic Education (TABE) is used to determine a student's EFL (an academic standardized test, approved by the USOE; see Appendix A –Utah Assessment Policy). ABE students must have a complete pre-test to determine EFL and must have a post-test after appropriate instruction to determine level gain(s). (See Section 6 – Keeping Track of Students.)

SECTION 4

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

English for Speakers of Other Languages (ESOL) is a program of instruction to assist non-native-English-speakers to become literate in the English language. ESOL is a program with curricula or content areas in reading, writing, listening and speaking.

An English literacy program is a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language. "An individual of limited English proficiency" means an adult or out-of-school youth who has limited ability in speaking, reading, or understanding the English language, and:

A. Whose native language is a language other than English; or
B. Who lives in a family or community environment where a language other than English is the dominant language. (See Sec. 203 AEFLA.)

Entering Functioning Level (EFL) refers to the student's lowest scale score in the following content areas: reading, writing, listening or speaking. (See Appendix A – Utah Assessment Policy.)

The Comprehensive Adult Student Assessment System (CASAS) or the BEST Literacy and BEST Plus are used to determine student's EFL; these are academic standardized tests, approved by the USOE. (See Appendix A – Utah Assessment Policy.)

SECTION 5

FUNDING FOR SCHOOL DISTRICT ADULT EDUCATION

The total state allocation for adult education is determined by the Utah State Legislature. The Utah State Office of Education is responsible for appropriating the state allocation by <u>formula</u> to each participating district. Allocations are based on the previous year's data.

State adult education funds are distributed to participating school districts according to the following formula identifiers:

A. Base amount: 7 percent of appropriation to be distributed equally to each district with a USOE-approved state plan and performance standards

B. Measurable outcomes: 50 percent of appropriation for measurable outcomes as follows:
   - Number of high school diplomas awarded – 30 percent of the 50 percent
   - Number of GED certificates awarded – 25 percent of the 50 percent
   - Number of level gains – 30 percent of the 50 percent
   - Number of student earned high school credits – 15 percent of the 50 percent

C. Number of enrollees (as defined by the NRS) – 25 percent of the total appropriation

D. Number of student contact hours (enrollees and participants) – 16 percent of the total appropriation

E. Supplemental – 2 percent of the total appropriation (distributed to school districts for special program needs or professional development as determined by application and USOE approval)

Supplemental Funds

Definition
Pursuant to Utah State Board of Education Rule R-277-733-9, E,
2 percent of total state adult education funds are identified for supplemental support. This figure is noted in the annual state adult education allocation table distributed to each school district. Districts must offer a viable adult education program. These funds may be allotted to respective school districts for special program needs or professional development, as determined by a competitive application process.

Application Process
1. Any school district with pre-approved carryover adult education funds from the previous year is ineligible to apply.

2. For the first quarter of the fiscal year (July through September) priority for supplemental funding will be given to school districts whose initial adult education allocation is less than 1 percent of the state's total as indicated on the state allocation table.

3. If there is a balance of supplemental funds after the first quarter of the fiscal year, all remaining eligible districts may apply.

The Supplemental Funding Application can be found on the USOE Adult Education Services website (http://www.schools.utah.gov/adulted/home.htm).

Evaluation of Application
As with all competitive application processes, approval of funding (full or in part) is based upon the merits of the respective program for which funding is sought (i.e., allowable activities, cost/benefit, previous program performance – measurable outcomes, statewide appropriateness, innovation, etc.).

STATE ADULT EDUATION FUNDING FORMULA
(DISTRICTS ONLY)
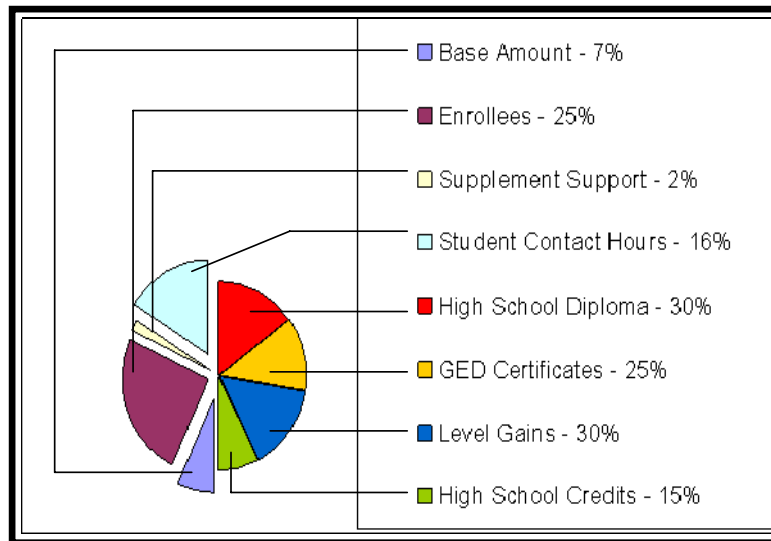
50% of the formula is based on measurable outcomes:

- Diploma – 30% of the 50%
- GED – 25% of the 50%
- Level Gains – 30% of the 50%
- Earned Credits – 15% of the 50%

25% of the total for number of enrollees
16% of the total for contact hours (enrollees and participants)
 7% of the total for a base amount

- **State and federal funding are not guaranteed sources of funds.**

- **State and federal program funds have different request processes (applications).**

ADULT EDUCATION PROGRAM FUNDING

STATE FUNDING (Districts Only)			
State Financial Assistance Available to District Adult Education Programs	Application Required (State Plan)	Distribution Based On:	Accessing Funds
AHSC/ASE, ABE, ESOL	YES – must be specific to numbers served in program area and targeted outcomes	State Funding Formula	Distribution to districts based on outcomes from previous year data

FEDERAL FUNDING (AEFLA) Request for Proposal (RFP)			
Federal Financial Assistance Available to Local Adult Education Programs	Application Required (RFP)	Distribution Based On:	Accessing Funds – (See EDGAR 80.41(a) (ii) (3))
AEFLA Basic (AHSC/ASE, ABE, ESOL)	YES – must be specific to numbers served in program area	Competitive RFP	Quarterly Reimbursement Request (see Appendix J)
Prison and Institutionalized (AHSC/ASE, ABE, ESOL)	YES – must be specific to numbers served in program area	Competitive RFP	Quarterly Reimbursement Request (see Appendix J)
English Language/Civics (ESOL)	YES – must be specific to numbers served in program area and must use the state-approved syllabus	Competitive RFP	Quarterly Reimbursement Request (see Appendix J)

SECTION 6

KEEPING TRACK OF STUDENTS

Student Records

Documentation needs to be maintained on each adult education student. This includes the Utah Adult Education Personal Data/Student Education Occupation Plan (SEOP), and all documentation required by the National Reporting System (NRS), e.g., student demographics, student goals, entry/exit dates, classes taken, assessment results, Entering Functioning Level (EFL), academic level gain(s), attendance records, contact hours, credits earned, adult education secondary diplomas/GEDs attained, etc.

Student Education Occupation Plan (SEOP)

Every enrollee in an adult education program must have an SEOP on file. The SEOP is a personalized plan for the adult education student including the student's demographics, goals and objectives, records of prior educational achievements and work experience, and educational and occupational goals. (See Appendix B – Personal Data/SEOP.)

The SEOP should be developed by the student with assistance from adult education staff. The SEOP should outline specific academic, and career objectives. Input from various social and community agencies (e.g., Workforce Services, Human Services, etc.) familiar with the student is encouraged when creating the SEOP. Completed SEOPs must be signed by a counselor and the student, releasing adult education records to other government agencies for data matching and counseling purposes. The SEOP resides in the student's file.

Enrollee

An enrollee is an individual who participates in at least 12 *contact hours* in the same fiscal year, has been assessed for program placement, has established an Entering Functioning Level (EFL) and has a comprehensive SEOP. An enrollee can only be counted once by a program in any fiscal year.

Attendance

Student attendance must be taken daily.

Roll Book

An official record listing the student's name and gender, the name of the school, names of classes, class category (ABE, ESOL or AHSC) the student is enrolled in, the names of instructors, entry date, exit date, attendance record, contact hours for each class, units of credit earned, and demographic code. Roll books must be retained by the program in perpetuity.

Contact Hours

Documentation of each student's attendance (contact hours) must be recorded daily.   A contact hour is a minimum of 45 minutes of instruction or support (e.g., assessment, counseling, etc.) given under the supervision of an employee of the school district. It's also known as one clock hour of attendance.

Funding Codes for State Funding (Districts Only)

Code numbers 2, 3, 6 and 7 are allowable use of state funds.

Code numbers 1, 4, 5, 8 and 9 are not allowable use of state funds.

Students meeting criteria 4 and 8 must use the WPU to pay for tuition and associated costs for adult education services.

Board Rule:
"A student under 19 years of age who has not graduated and who is a resident of the district, may, with approval under the state administered Adult Education Standards, enroll in the Adult Basic and Adult High School Completion Program and generate regular state WPUs at the rate of 990 clock hours of membership per one weighted pupil unit per year, 1 FTE on a yearly basis. The clock hours of students enrolled part-time must be pro-rated" (R-277-733-6 (A)).

National Reporting System – Entering Functioning Level (EFL) (Student Level Codes)

Entering Functioning Level (EFL)

Each student is assigned a Student Level Code after completing an intake, assessment, SEOP and 12 contact hours in the adult education program. A student's initial assessment determines the Entering Functioning Level (EFL) for the fiscal year.

Entering Functioning Level is determined by standardized assessment (see Appendix A – Assessment Policy). In accordance with the Office of Vocational and Adult Education (OVAE), at the time of the initial assessment, if a student's skill levels are different (e.g., intermediate in reading and beginning in math) he/she reported at the lower literacy level to establish a baseline upon which to measure gain. The lowest functioning level is the student's "Entering Functioning Level" (EFL; the student's Level Code) for that fiscal year.

National Reporting System – Levels, Competencies and Corresponding Scale Scores

English for Speakers of Other Languages (ESOL)

1. ESOL 1 (Beginning ESOL Literacy). Student cannot speak or understand English, and has no or minimal reading or writing skills in any language. Student functions minimally or not at all in English, and communicates only through gestures or a few isolated words. Student may have no knowledge or use of computers.

Test benchmark: BEST Literacy 0-7 *and* BEST Plus 400 and below; CASAS reading 180 and below, CASAS listening 180 and below.

2. ESOL 2 (Low Beginning ESOL). Student can understand basic greetings, simple phrases and commands. Student can understand simple questions related to personal information; read numbers, letters and some common sight words; read and write some familiar words and phrases; and write basic personal information. Student can function with difficulty in social situations and situations related to immediate needs. Student may have limited knowledge and experience with computers.

Test benchmark: BEST Literacy 8-35 *and* BEST Plus 401-417; CASAS reading 181-190, CASAS listening 181-190.

3. ESOL 3 (High Beginning ESOL). Student can understand common words and simple phrases and sentences containing familiar vocabulary, can read most sight words and many other common words, and can read familiar phrases and simple sentences. Student can function in some situations related to immediate needs and in familiar social situations. Student may have limited knowledge and experience with computers.

Test benchmark: BEST Literacy 36-46 *and* BEST Plus 418-438; CASAS reading 191-200, CASAS listening 191-200.

4. ESOL 4 (Low Intermediate ESOL). Student expresses basic survival needs and, with some difficulty, participates in some routine social conversations; reads simple material on familiar subjects; writes simple notes and messages in familiar situations; interprets simple directions, schedules, signs, maps, etc.; and completes simple forms. Student may be able to use computer programs and can perform a sequence of routine tasks if given directions.

Test benchmark: BEST Literacy 47-53 *and* BEST Plus 439-472; CASAS reading 201-210, CASAS listening 201-210.

5. ESOL 5 (High Intermediate ESOL). Student can participate in conversation in familiar social situations, but may need some assistance in clarifying; can read text on familiar subjects that have a simple and clear underlying structure; can write simple paragraphs; can meet basic survival and social demands; can follow simple oral and written instructions; and has some ability to communicate on the telephone on familiar subjects. Student can work with or learn basic computer software.

Test benchmark: BEST Literacy 54-65 *and* BEST Plus 473-506; CASAS reading 211-220, CASAS listening 211-220.

6. ESOL 6 (Advanced ESOL). Student can understand and communicate in a variety of contexts related to daily life and work; can understand and participate in conversations on a variety of everyday subjects, including some unfamiliar vocabulary; can read moderately complex text related to life roles, and descriptions and narratives from authentic materials on familiar subjects; can function independently to meet most survival needs; and can use English in routine social and work situations. Student can use common software, learn new basic applications and select correct basic technology in familiar situations.

Test benchmark: BEST Literacy 66 and above *and* BEST Plus 507-540, CASAS reading 221-235, CASAS listening 221-235.

Exit Criteria: BEST Plus 541 and above; CASAS reading and listening 236 and above.

Adult Basic Education (ABE)

1. ABE 1 (Beginning ABE Literacy). Grade level 0-1.9. Student has no or minimal reading and writing skills, may have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument, may have little or no recognition of numbers or simple counting skills, may have little or no ability to read basic signs or maps, can provide limited personal information on simple forms, and can write a limited number of basic sight words and familiar words and phrases. Student can handle simple routine entry-level jobs that require little or no basic written communication or computational skills. No knowledge of computers or technology.

Test benchmark: TABE (Form 9-10) reading 367 and below, total math 313 and below, and language 389 and below.

2. ABE 2 (Beginning Basic Education). Grade level 2.0-3.9. Student can read simple material on familiar subjects; can write simple notes and messages on familiar situations. Student can count, add and subtract three-digit numbers, perform multiplication through 12, identify simple fractions, and perform other simple mathematical operations; is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple changes. The student can handle basic entry-level jobs that require minimal literacy skills, can read want ads and complete simple job applications.

Test benchmark: TABE (Form 9-10) reading 368-460, total math 314-441, and language 390-490.

3. ABE 3 (Low Intermediate Basic Education). Grade level 4.0-5.9. Student can read text on familiar subjects that have a simple and clear underlying structure, can use context to determine meaning and can write simple paragraphs with a main idea and supporting details on familiar topics. Student can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols. Student is able to handle basic reading, writing and computational tasks related to life roles such as completing medical forms, order forms, and employment applications. Student can qualify for entry-level jobs that require following basic written instructions and diagrams with assistance. Can use simple computer programs and perform a sequence of routine tasks given directions in using technology.

Test benchmark: TABE (Form 9-10) reading 461-517, total math 442-505, and language 491-523.

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4. ABE 4 (High Intermediate Basic Education). Grade level 6.0-8.9. Student is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context, and can make minimal inferences. The student is able to write simple narrative descriptions and short essays on familiar topics and can use punctuation consistently. The student can perform all four basic math operations with whole numbers and fractions, and can determine correct math operations for solving story problems. Student is able to handle basic life skills tasks such as interpreting graphs and charts. The student can read materials on familiar topics such as simple employee handbooks and payroll stubs, complete simple forms and reconcile a bank statement. The student can learn and work with most basic computer software, such as using a word processor, and can follow simple instructions for using technology.

Test benchmark: TABE (Form 9-10) reading 518-566, total math 506-565, and language 524-559.

Adult High School Completion (AHSC)/Adult Secondary Education (ASE)

5. AHSC 1 (Low Adult Secondary Education). Grade level 9.0-10.9. This student can be considered a "high school diploma-seeking student." The student can comprehend expository writing and identify spelling, punctuation and grammatical errors. Writing is organized and cohesive, and the student can write and reflect thoughts. The student can perform all four basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables, graphs; and can use math in business transactions. The student is able or can learn to follow simple multi-step directions and read common legal forms and manuals. The student is proficient in using computers and can use most common computer applications.

Test benchmark: TABE (Form 9-10) reading 567-595, total math 566-594, and language 560-585.

6. AHSC 2 (High Adult Secondary Education). Grade level 11.0-12.0. Student can comprehend, explain and analyze information from a variety of literary works, and can use higher-order processes to interpret meaning of written material. Writing is cohesive and clearly expressed. Student can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces. Student is able to read technical information and complex manuals, can comprehend some college level books and apprenticeship manuals, and can function in most job situations involving higher-order thinking. Student can work productively in groups, and can use and adapt common software and select appropriate technology for new situations.

Test benchmark: TABE (Form 9-10) reading 596 and above, total math 595 and above and language 586 and above.

DATA REQUIREMENTS

Management Information System (MIS)
National Reporting System (NRS)

Utah Online Performance Information for Adult Education (UTopia)

For funding and data element requirements, state and local programs need to be accountable. Local programs are required to report all students attached to state and federal funding, including matching funds. Local programs or subgrantees must keep records that fully show:

- The amount of funds under the grant or subgrant.
- How the subgrantee uses the funds.
- The total cost of the project.
- The share of that cost provided from other sources.
- Other records to facilitate an effective audit.

"A state and subgrantee shall keep records to show its compliance with program requirements" (EDGAR regulation Part 76 Section 731).

The web-based MIS (UTopia) tracks information required for state and AEFLA procedures and guidelines. The NRS meets the accountability requirements for the adult education program in Title II of the Workforce Investment Act (WIA). Evidence must exist that data is being collected.

There are three types of core measures that must be reported by all programs receiving state or federal funding to support their adult education programs.

1. Outcome Measures – Educational gains, entered employment, retained employment, receipt of a GED or secondary school diploma, and placement in post-secondary education or training.
2. Descriptive Measures – Includes student demographics, reasons for attending and student status.
3. Participation Measures – Includes contact hours received and enrollment in instructional programs such as family literacy or workplace literacy.

UTopia provides a statewide, standardized set of measures, and data is reported to state and federal authorities. Data is used to determine professional development needs, program needs for technical assistance, and continuous program improvement.

The Utah State Office of Education reports data detailing student activity in the adult education programs for each fiscal year to state and federal agencies. These reports have many purposes and are used for determining state and federal funding as well as state incentive grant award eligibility.

Fiscal year
The 365-day period from July 1 to June 30.

Aggregate clock hours of attendance
The sum of all contact hours for all students during a fiscal year.

Fee
Any charge, deposit, rental, or other mandatory payment.

Tuition
A charge levied for educational services.

SECTION 7

FINANCIAL ACCOUNTABILITY

State Rules

A fee means any charge, deposit, rental, or other mandatory payment.
Board Rule:

"All fees are subject to approval by the local school board of education" (R277-733-1 (I)).

Board Rule:
"Fees may be charged for consumable and nonconsumable items necessary for adult high school general core courses, courses that satisfy requirements outlined in R277-733-1F and subject to R277-733-4C, and adult high school core courses, consistent with the definitions under R277-733-1F and R277-733-1."

Tuition: "base cost of an adult education program providing services to the adult education student" (Board Rule R277-733-1-0).

Board Rule:
"Tuition and fees shall be charged for literacy courses and adult high school general courses in an amount not to exceed $100 annually per student based on the student's ability to pay as determined by federal free and reduced lunch guidelines, under the Richard B. Russell National School Lunch Act, 42, USC 1751, et seq. The appropriate student fees and tuition shall be determined by the local school board" (R277-733-8 (B)).

The district superintendent may declare a fee waiver for students meeting certain income guidelines.

Utah law requires that individuals who do not meet the criteria or eligibility to participate in adult education programs in Section 1 be charged tuition equal to that of a nearby college or university or have the cost of their education paid for by the K–12 system (Utah Code 53A-15-404(2)).

Programs are responsible to submit a report identifying all fees/tuition and other funds collected in support of their program to the Utah State Office of Education annually. This includes the total amount of WPUs from the K-12 day school program.

Board Rule:
"'Add-on WPU' means additional weighted pupil units earned in accordance with the Minimum School Program Act, 53A-17a-104 in areas of special education, applied technology education, Adult Education, youth-in-custody, and necessarily existent small schools" (R277-419-1 (A)).

Federal Rules

"Programs (school districts and/or other non-profit eligible provider) receiving federal Adult Education and Family Literacy Act (AEFLA) <u>funds may charge reasonable and necessary tuition or fees to be used specifically to provide additional adult education and literacy services that the program would otherwise be unable to provide</u>. 34 CFR 80.25 allows for state grantees of AEFLA awards to earn program income. Subsection 80.25 (b) defines program income as stated. Collected fees and tuition must be used to assist adult students in becoming literate, obtaining knowledge and skills necessary for employment and self-sufficiency, obtaining the education skills necessary to become full partners in their child's education, and completing their secondary school education" (AEFLA Section 202).

The local program superintendent/chief executive officer (CEO) and business administrator are responsible to acknowledge by signature the program assurances as part of the program's grant plan submission, that all fees and tuition collected and submitted for accounting purposes are returned/delegated (with the exception of the state approved indirect costs) to the local adult education program to be used solely and specifically for adult education programming and not withheld and maintained in a general maintenance and operation fund or used for any other funding purpose.

General Rules

Tuition and fees generated from the previous fiscal year must be spent in the adult education program during the ensuing program year.

Directors must ensure that tuition and fees collected from students are not counted toward meeting federal matching, cost-sharing, or maintenance of effort requirements related to the local program's award.

Budgets and Funding Accountability

Programs are responsible to keep an accounting of adult education funds (monitored through the Utah State Office of Education) as well as other contributing revenue that supports adult education activities. Expenditures for adult education funds identified by a program in the budget sheet of a federal application may not change by more than 10 percent for any line item purpose without written approval from the Utah State Office of Education.

Program budgets are monitored through federal fund reimbursement requests that are made quarterly. Administrative cost associated with federal funds may not exceed more than 5 percent. An exception may be negotiated through the Utah State Office of Education.

SECTION 8

APPROVED ASSESSMENTS FOR ABE, AHSC/ASE AND ESOL

Student Assessment

When a student enters a program and before 12 contact hours are completed, he/she must complete a state approved academic assessment to determine his/her Entering Functioning Level (see Appendix A – Utah Assessment Policy).

Academic Assessments for Determining Entering Functioning Level in Adult High School Completion (AHSC) or Adult Basic Education (ABE) Programs

- **TABE 9/10:** Test of Adult Basic Education

Academic Assessments for Determining Entering Functioning Level in English for Speakers of Other Languages (ESOL) Programs

- **BEST Literacy and BEST Plus:** Basic English Skills Tests
- **CASAS:** Comprehensive Adult Student Assessment System

Other Assessments for Vocational Aptitude and Career Exploration

Occupational Interest Inventory and Assessments

- **CHOICES**
- **COPS:** California Occupational Preference Survey

Vocational Aptitude Assessments

- **WK:** Work Keys
- **CAPS:** Career Ability Placement Survey

Other Resources

Utah's Career and Technical Education System: www.UtahCTE.org
Utah's Career Connection: www.careers.utah.gov
Guide to Utah College Majors: www.utah.majors.org
Careers: www.careervoyages.gov
GED Practice Test: www.4tests.com/exams/examdetail.asp?eid=38
Just for Youth: www.justforyouth.gov

SECTION 9

PROGRAM AUDITS AND MONITORING

AUDITS

All adult education-funded programs are held to audit standards. Programs are responsible to have a yearly audit of their adult education activities by an independent accounting firm. Audit results are submitted to the Utah State Office of Education and adjustments are made accordingly. Auditors use the State of Utah Legal Compliance Audit Guide to ensure that information reported to the Utah State Office of Education agrees with the student accounting system. (See Appendix M – State of Utah Legal Compliance Guide.)

Accountants report on the following and submit findings to the Utah State Office of Education by September 15th annually.

1. **Student Information**
For each enrollee/participant selected: Student's name, student's gender, student's ethnicity, name of school, name of class, category of class (ABE, AHSC/ASE, or ESOL), name of instructor, entry and exit dates, attendance record, contact hours for each class, units of credit awarded, student's level code, and student's demographic code.

2. **Total contact hours**
For each enrollee/participant selected, obtain the student's attendance record, recalculate the number of contact hours for the enrollee and agree the hours to the student accounting system.

3. **Total number of diplomas**
For each selected enrollee/participant, verify that the diploma awarded is properly reported on the student's transcript. Match the number of diplomas on the student accounting system to the information reported to the Utah State Office of Education.

4. **Number of GEDs**
For each selected enrollee/participant, verify that the GED was properly awarded by the appropriate reporting on the student's transcript.

5. **Number of level gains**
For each selected enrollee, verify that the level gain(s) was properly awarded by verifying the Entering Functioning Level and that the student was post-tested as noted on the program's accounting records.

6. **Credits earned**
For each selected enrollee/participant, verify that the credit hour was properly awarded by the reporting on the student's transcript.

Program Monitoring

The Utah State Office of Education, Adult Education Services will perform annual program monitoring to determine the success of adult education programs. Local programs are evaluated based on a number of criteria. These monitorings may take the form of a USOE staff visit, a peer review, or contracted outside monitoring. Approximately one-third of the local programs will be monitored each year. (See Appendix H – Program Review Instrument.)

After state staff or others assigned to perform a program monitoring complete the required document with comments, the superintendent or CEO will receive commendations, recommendations, and findings as reported. Follow-up visits will be made to ensure that recommendations, findings, and/or quality of data are acted upon. It is expected that findings will be remedied.

Program monitoring results become a factor for determining continuing technical assistance, continuation of funding, and state-wide professional development projects.

SECTION 10

GENERAL EDUCATIONAL DEVELOPMENT

The GED Test

The Utah State Office of Education contracts with the General Educational Development Testing Service (GEDTS), a division of the American Council on Education, to administer the GED Test. The General Educational Development Test was originally developed in 1942 to assess and quantify skills of returning WWII servicemen. Now the GED measures the major and lasting outcomes and concepts associated with a traditional four-year high school education.

The GED Test measures student achievement in the following five subject areas: Language Arts/Writing, Mathematics, Social Studies, Science, and Language Arts/Reading. Upon passing the GED Test in Utah, an individual is awarded a Utah General Educational Development Certificate. In Utah, the General Educational Development Certificate is NOT yet officially recognized as a high school equivalency diploma. However, the GED certificate can be used in lieu of a high school diploma for nearly all employment and college admissions opportunities.

Preparing for the GED Test

Most school districts in Utah offer programs to help prepare students for the GED Test. GED preparation programs are also available at many nonprofit agencies, local libraries, on television (GED Connections), and in books found in stores. Please check the Internet for resources at **www.utahged.info**.

Eligibility to Take the GED Test

1. If the applicant is enrolled in the regular day school, the applicant is NOT eligible to take GED tests.
2. If the applicant's high school graduating class has graduated, the applicant must be at least 18 years of age.
3. If the applicant's graduating class has NOT graduated, the applicant must be at least 17 or 18 years of age. For these applicants, the GED testing center requires the following:
   a. A letter from the school district within which the applicant resides indicating the applicant is not regularly enrolled in school and;
   b. A letter from the applicant's parent or legal guardian authorizing the test, or a certified marriage certificate from the applicant if the applicant is married.
4. No student 16 years old or younger is eligible for GED testing.

District Support

1. Districts do not have authority under Board Rule to delay or deny access to the GED if the person is qualified, even though the student's class has not graduated.

2. Districts do not have authority under Board Rule to delay or deny a student re-entry to K-12 programs if the student has taken and passed/failed the GED. Any credits awarded as a result of passing the GED cannot transfer to the K-12 system.

Special Accommodations

Examinees are encouraged to seek appropriate special accommodations for GED Testing if they qualify based on diagnoses and reporting by licensed diagnosticians.

GED Test Taking Locations

There are numerous GED Testing Centers in Utah. Please contact one of the centers to arrange to take the GED Test. Centers can be found on the Internet under "examinee resources" at www.utahged.info.

Minimum Score Requirements

To be issued a GED Certificate in Utah, an individual must have an average score of 450 and have no single score below 410 on the GED 2002 Tests.

Adult High School Credit

A student who successfully passes all areas of the GED Test may be awarded NO MORE THAN FIVE (5) Adult High School Completion credits by his/her local school district. (This is at the discretion of the school district.)
The student must pass all five areas to be awarded any credit.

Credit may be awarded at the discretion of the district in Core Curriculum areas as follows:
0–1 credit English
0–1 credit in Social Studies (excluding United States History)
0–1 credit in Mathematics
0–1 credit in Science
0–5 credit(s) in electives

The GED and College Admissions

Some universities expect higher GPAs from high school graduates for admissions. They may likewise expect a higher GED score for acceptance.

- Often GED scores become part of a combination of scores required (i.e., ACT + GED scores) for admission to colleges and universities.
  Many colleges require potential students to take assessments to determine if the potential students have the "ability to benefit" by being there.

- Potential students should be encouraged to contact the admissions office at the institution they are interested in attending.

- Check current scores required by Utah universities and colleges at www.utahged.info.